DOCUMENT RESUME

ED 142 273 PS 009 110

TITLE	Implementing TEEM's Goals: Roles and Responsibilities.
INSTITUTION	Arizona Univ., Tucson. Arizona Center for Educational Research and Development.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	76
NOTE	43p.
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Administrative Organization; *Early Childhood Education; *Educational Objectives; Intellectual Development; Interpersonal Competence; Language Arts; Language Development; Motivation; *Parent Role; *Program Administration; Social Development; Staff Role; *Teacher Aides; *Teacher Role
IDENTIFIERS	Local Education Agencies; Project Follow Through; Tucson Early Education Model

ABSTRACT

This document, prepared by the Tucson Early Education Model (TEEM), outlines TEEM's expectations for children's growth in each of four goal areas and describes the corresponding responsibilities of teachers, teaching and program assistants, parents, local education agencies (LEAs) and the Model sponsor. The expectations and responsibilities are cross-referenced with TEEM publications. The four goal areas are language base, intellectual base, motivational base and societal arts and skills. The following process variables are also identified: individualization, modeling, reinforcement, generalization, orchestration. A glossary of TEEM terms is included at the end. (MS)

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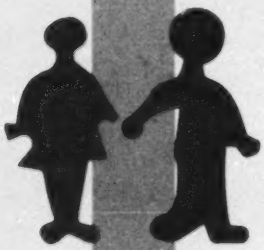
Developed and Produced by the Staff of the
Tucson Early Education Model — Follow Through Program



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This project was supported by the Arizona Center for Educational Research and Development under a grant from the U.S. Office of Education, Department of Health, Education and Welfare. The opinions expressed in this publication do not necessarily reflect the position or official policy of the Office of Education, and official endorsement should not be inferred.

IMPLEMENTING TEEM'S GOALS: Roles and Responsibilities

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1976

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INTRODUCTION

The Tucson Early Education Model (TEEM) believes that all children need to develop skills and competencies in language, intellectual processes, intrinsic motivation (based on a strong self-concept), and the skills of a technical society (such as reading, writing, math, as well as those of living and working with other people). Based on this belief, TEEM identifies four major goal areas — Language Base, Intellectual Base, Motivational Base, Societal Arts and Skills — which become the focus or framework for TEEM's classrooms and curricula. Each of these goal areas is seen as equally important in the development of TEEM's program.

In addition to the four goal areas, TEEM identifies a number of factors referred to within the Model as process variables. They include: individualization, modeling, reinforcement, generalization and orchestration. These process variables enable the child to develop fully within the TEEM learning environment and must be evident as adults interact with children in achieving the four goal areas.

Basic to implementation of this program is an attitude of respect for children as human beings, an understanding of child development, and a valuing of the diversity of environmental characteristics and experiential backgrounds of the children served.

Over the years, the personnel associated with TEEM have produced papers and research studies which describe the expectations for growth within each goal area. This current document is a beginning of a synthesis of those papers and studies. It also reflects eight years of continuous training and feedback relating to implementation which involves a total staff effort.

The following document condenses and more concisely outlines the expectations held in each goal area for children and the corresponding responsibilities of teachers, teaching assistants, program assistants, parents, local education agencies, and the Model sponsor. The expectations and responsibilities are cross-referenced with TEEM publications. A glossary of terms and a bibliography of references are included. This is not viewed as all-inclusive but remains open to further refinement and development.

The Four Goal Areas

Language Base. TEEM's language base goal area stresses the development of language competence through the use of language as a medium of communication and a tool of thought. The natural language of the child is accepted and reinforced as the adult models more complex language and stimulates language growth. The child improves his receptive listening ability, his productive speaking ability and develops an understanding of the function of language in a variety of settings.

Intellectual Base. Intellectual skills as defined for our purposes include the mental processes required by children to process, organize and utilize information in order to transfer and generalize to new situations. While we have attempted to look at selected intellectual skills in isolation, we must caution that never can situations be created where these skills function in isolation. Isolation is only a means of helping classroom personnel to guarantee inclusion of intellectual skills in the TEEM curriculum.

Motivational Base. TEEM's motivational base is defined as a collection of attitudes and behavioral characteristics that are related to participating productively in a complex social situation. This includes helping the child develop positive attitudes toward self, toward school and toward the learning process. A child can also learn to appreciate learning, to persist at a learning task, and to develop an expectation of success.

Societal Arts and Skills. Development of societal arts and skills is a major component of the TEEM program. The emphasis in this goal area is on developing academic and social competencies in children. The language arts skills, math skills, scientific inquiry and the interpersonal skills of planning, cooperation and communication are developed as an outgrowth of the child's own language and experience.

The Process Variables

Individualization. Each child comes to school with his own set of attitudes, skills and style of learning developed from his past experiences. The teacher must be aware of these differences in interests and skills as she plans specific activities within the classroom to meet the needs of individual children. Individualization results when the teacher matches materials to a child's level of operation. The classroom organization provides time for one-to-one and small group interaction so that individualization takes place.

Modeling. Modeling is widely recognized as a process by which children learn and change behaviors through observation and imitation of the actions and language of adults and peers. Children imitate behaviors of those people who are important to them within their environment. Adults must become consciously aware that they are always modeling for children. Actions, language, ability to listen and interaction with others are forms of modeling. To use modeling as an effective teaching procedure, the adults in the classroom must: establish a supportive relationship with the child; determine what is to be modeled; model the behavior in interaction with the child; mediate what is being modeled; provide a time and/or situation in which the child can practice the behavior; and reinforce the child's behavior as it occurs.

Reinforcement. Rewarding and gratifying experiences are important elements of the learning process and crucial to the development of a good self-concept. Every child should meet some success every day. Reinforcement should be specific, sincere, discriminating, frequent and directed toward behavior rather than toward the child as a person.

Generalization. Children need to develop the realization that specific skills used in one task are often skills that can be used in many ways and in a variety of settings. This process is called generalization or transfer of learning. Teachers plan the learning environment so there is ample opportunity for children to generalize new skills to other situations. Previous learning becomes useful and is reinforced in this way.

Orchestration. Aspects of TEEM's four goal areas of language, intellectual, motivation and societal arts and skills are inherent in all learning situations. Orchestration is a term used in a way specific to TEEM that indicates each classroom experience attends to and develops skills in the four goal areas simultaneously. Teachers consciously plan activities within the learning environment that interrelate skills in language, intellectual processes, motivation and the societal arts and skills.

Language Base

Child	Teacher/Teaching Assistant (T/TA)	Program Assistant (PA)
I. LANGUAGE RECEPTION: The ability to comprehend the oral language of others.		
1. **Hearing** — The child will become increasingly able to hear the sounds of the world around him. 2. **Listening** — The child will become increasingly able to perceive and understand spoken words and other sounds (8,28).* 3. **Auding** — (a) The child will become increasingly able to integrate what he hears with his own experiences. (b) The child will become increasingly able to comprehend oral language on literal, interpretive and critical levels. (c) The child will increasingly enjoy listening to a wide range of oral language (8,28). 4. **Prediction & Patterning** — The child will become increasingly able to listen to language and predict language patterns (22).	1. The T/TA will provide many opportunities for listening to oral language in a variety of settings that are meaningful to the child. These will include: small group discussions; large group discussions; individual conversations; audio-visual materials; tasting; cooking; role-playing; touch box experiences; intellectual kits; reading of stories and poetry; story-telling; and singing. 2. The T/TA will conscientiously plan, implement and evaluate the activities (3,5,8,15,20-24,28,29,31,33,39).	1. PAs will: provide workshops; model in classrooms; plan, implement and evaluate on-going classroom activities with classroom staff; set regular planning times with each T/TA, parent representatives, and district personnel to assist their understanding of the implementation and methods of TEEM's language goal area (12,41). 2. PAs will train and assist the T/TA in: (a) planning and assessing environments that promote the development of children's oral language; (b) planning and assessing situations and experiences that require children to use different language forms; (c) planning and assessing activities that promote the development of children's language; (d) use of language modeling and mediation; and (e) use of samples of free speech as a way of assessing children's language growth (8,17,20,22,31,42). 3. PAs will focus on each specific area of language (as enumerated in column 1) under language reception, expression and production, and range of language. 4. PAs will cooperate in training parents to understand the main features of TEEM's language base and to implement such in the school and the home (12,26,34,41). 5. PAs will cooperate with the field representative in planning and assessing the language base training given within each community (12,41,44). 6. PAs will cooperate with the Sponsor in utilizing both formative and summative data from language assessment tools used in the communities (12,41,46).

**NOTE:* The numbers in ( ) used throughout this document refer to listing of Selected References found on pages 39-40.

Parent Coordinator/Parent (PC/P)	Local Education Agency (LEA)	Sponsor
1. Through pre-service, in-service, classroom participation and observation, field trips, workshops, and individual conferences conducted by Follow Through personnel, parents will: (a) appreciate their role as their child's first and most important language teacher; (b) understand the importance and value of the oral language base; (c) understand the importance and value of children hearing a variety and range of language; (d) understand the importance of developing listening and auding skills; (e) utilize their knowledge of the oral language base in working with children at home and in the classroom; (f) learn how to provide situations which require the child to use various language forms; (g) support the child's using his first language at home by speaking and telling stories in the first language, and by verbal interaction between himself/herself and the child; (h) encourage children to express themselves, and when they have completed the thought, ask questions as a way of helping to enrich the language of the child (7,13,26,34-36).	1. The LEA will free teachers to become "teachers of language" by: (a) allowing teachers to organize classrooms into learning centers; (b) providing materials that teachers need; (c) allowing teachers to develop a curriculum that encourages children to talk and to express themselves; (d) supporting teachers as they develop a language curriculum; (e) providing teachers with information about the culture of the children; and (f) providing teachers with knowledge of the structure of the child's home language (13,46). 2. Members of the LEA, such as principals, curriculum supervisors, project directors, Title I Coordinators and bilingual specialists, will become familiar with the way TEEM describes the language base. This will be done through attending workshops, talking with PAs, field representatives, by reading *The Natural Method of Language Learning: Systematized*, and by classroom observation (13,46).	1. The Sponsor will: provide written materials; conduct workshops; model for the PA; schedule regular conferences and make informal contacts with teachers and teaching assistants, PAs, parents and district personnel to assist them in methods of TEEM's language goal area (13,46). 2. The field representative will train and assist the PA and teacher in: (a) planning and assessing an environment that promotes the development of children's language; situations and experiences that require children to use different language forms; activities that promote the development of children's language; (b) use of language modeling and mediation, listening and auding; and (c) use of samples of children's free speech as a way of assessing children's language growth (13,44,46). 3. The field representative will focus on each of the specific areas of language development (as enumerated in column 1) under language reception, expression, production and range of language. 4. The Sponsor has been and is developing materials to be used in training by local communities (i.e., 8,11,25,26,31,54). 5. The Sponsor will cooperate with other model sponsors in developing language assessment tools (54).

Language Base

Child	Teacher/Teaching Assistant (T/TA)	Program Assistant (PA)
II. LANGUAGE EXPRESSION AND PRODUCTION: The ability to communicate thoughts through spoken language.		
1. **Spontaneous talk** — The child will increasingly and spontaneously use language in a variety of settings (8). 2. **Use of questions** — The child will improve his ability to ask questions (8). 3. **Use of language to gain information** — The child will increasingly use language as a vehicle for gaining information (8). 4. **Use of language for humor and enjoyment** — The child will increasingly use language for pleasure and for fun (8).	1. The T/TA will plan room environments and activities that provide a broad range of opportunities for children to talk to one another and to adults, thereby practicing and developing the skills listed under child behavior (49). 2. The T/TA will interact with children in ways that elicit different language forms (8,11,30,31,40,48). 3. The T/TA will model language using the natural method of language learning including the categories of: (a) *corrective feedback* — the teacher will selectively model language providing omissions, labels, word order and appropriate vocabulary; (b) *summary feedback* — the teacher will use children's ideas and language to model complex sentences that expand relationships of ideas; (c) *elaboration* — the teacher will model language that calls attention to details, characteristics, similarities, differences, and attributes of objects in the immediate environment; (d) *expansion* — the teacher will model language that demonstrates an awareness of time and place, and from present time to another place at another time using a variety of tenses and adverbial forms and modeling complex language; (e) *extension of knowledge* — the teacher will provide additional information to children by modeling diversity of language structures using connectives, clauses, modifiers and phrases; (f) *discriminating reinforcement* — the teacher will reinforce the child's language learning by accepting each child's language, by being responsive to children as they talk, and by using specific verbal praise (31).	
5. **Use of selective and precise language** — The child will become increasingly selective and more precise in his use of language (8). 6. **Increased vocabulary** — The child will acquire and use a variety of new words including labels, descriptive words and movement words (8). 7. **Describing relationships** — The child will improve his ability to describe relationships among objects. The child will be able to: (a) describe relationships of time and place through the use of a variety of verb tenses; (b) describe cause and effect relationships; (c) describe position through the use of prepositions; (d) show relationships through use of connectives; and (e) describe relationships through use of clauses in basic sentence patterns (8).	4. The T/TA will continually assess the ability of children to express themselves by sampling the free speech and dictation of children (1,49).	

Parent Coordinator/Parent (PC/P)	Local Education Agency (LEA)	Sponsor

Child	Teacher/Teaching Assistant (T/TA)	Program Assistant (PA)
III. RANGE OF LANGUAGE: The ability to use a variety of language forms in appropriate situations.		
1. **Use of situational cues** — The child will become increasingly able to use a range of language depending on the situation, purpose of communication, task to be performed, topics to be discussed or to which person one is speaking (8).	1. The T/TA will allow and provide time during which the child will use and develop skills in his/her first language. This can be done through using the first language in a variety of ways (e.g., at learning centers, with audio-visual materials, by adults speaking and telling stories, by encouraging use in spontaneous play situations) (4,8,17,20,22,25).	
2. **Fluency in home language** — The child will increasingly be able to use his first language (8).	2. The T/TA will provide situations in and out of the classroom which require the child to use a range of language. This can be done through specific curriculum areas and activities as well as different social situations. The adults in the classroom will model the use of English in different situations (8,30,31).	
3. **Fluency in standard English** — The child will become increasingly fluent in different forms of English.		
4. **Creative use of language** — The child will become increasingly able to use language in creative and unique ways to understand, describe and analyze the world as he experiences it.	3. The T/TA will provide situations which require the child to use different language forms and to use language creatively. This can be done through use of field trips, by different adults in the classroom and by the T/TA using different forms at appropriate times (8,30, 31).	

Parent Coordinator/Parent (PC/P)	Local Education Agency (LEA)	Sponsor

Intellectual Base

Child	Teacher/Teaching Assistant (T/TA)	Program Assistant (PA)
I. PLANNING: As an intellectual skill involves the assessment and organization of facts and/or events into usable arrangements to facilitate learning or to meet a goal.		
1. The child will increase his ability to organize and to project events as he plans alone and with a group (8).	1. The T/TA will facilitate planning by providing time, materials and settings in which children can execute planning collectively and individually. 2. The T/TA will accept and respect planning decisions made by the children within the limitations of safety, availability of time and resources (8,49).	1. The PA will be responsible for training the T/TA in the application and implementation of the planning process in the classroom with children (41).
II. DISCRIMINATION: To distinguish or differentiate between similar or dissimilar objects, symbols, events, etc.		
1. The child will increase his ability to identify similarities and differences in the salient and socially significant attributes of objects, symbols and events.	1. The T/TA will provide an environment and experiences in which the senses will be utilized to stimulate and reinforce discrimination skills exhibited by children (6,49).	1. The PA will train T/TAs to identify discrimination needs within each child's level of operation. 2. The PA will help T/TAs plan activities that will facilitate development of discrimination skills.
III. RECALL & SEQUENCE: The retrieval and ordering of specific information and ideas for use in a current situation.		
1. The child will increase his ability to remember, retrieve and sequence information (8,49).	1. The T/TA will frequently provide stories, situations and events which place a demand on children to recall and sequence these events. 2. In addition, the T/TA will reinforce successful recall and provide added reinforcement for the more refined skill of sequence recall (6,15,49).	1. The PA will train T/TAs in techniques to provide recall and sequence opportunities from the existing and from prior events and experiences. 2. The PA will help T/TAs to realize that any representation that children provide in terms of previous experience is recall (41,49).

Parent Coordinator/Parent (PC/P)	Local Education Agency (LEA)	Sponsor
1. The PC/P will be invited to attend and participate in the planning procedure as an intellectual skill in the classroom. 2. The PC will be responsible for the coordination of the efforts and send invitations to parents. 3. The planning process is a combination of intellectual skills that must be supported in the classroom and in the home (13,49).	1. The LEA will provide the public relations, classroom freedom, time and information necessary to make planning possible (8,46).	1. The Sponsor will provide training strategies and techniques for implementing planning procedures (and its related intellectual skills). 2. The Sponsor will request evidences that planning is taking place in all levels. 3. The Sponsor will insist upon planning as an intellectual skill necessary for classroom implementation (44).
1. The PC/P will be involved in providing experiences for their children to practice discrimination skills at home (26).	1. The LEA will provide the settings and classroom staff to facilitate the development of discrimination skills (46,49).	1. The Sponsor will train PAs and PCs to observe and identify developmental stages of children. 2. The Sponsor will train PAs to relate these stages to the differential use of discrimination skills (13,44).
1. The PC/P will be trained in the various ways to provide opportunities that stimulate deliberate recall and sequence. 2. The PC will be responsible for providing necessary training to parents either personally or by coordinating efforts (34).	1. The LEA will promote the value of recall as an intellectual skill. 2. These provisions can be met by providing materials, time, and opportunities for events which would stimulate recall and sequence (46).	1. The Sponsor will train PAs and PCs to be aware of the value of recall as an intellectual skill. 2. The Sponsor will model for PA/PC/T/TA the creating of a recall setting within routine classroom activities. Sponsor will help PA/PC/T/TA in the development of assessment instruments to determine the frequency of recall opportunities (44,46,49).

Intellectual Base

Child	Teacher/Teaching Assistant (T/TA)	Program Assistant (PA)
IV. GROUPING: The intellectual skill of sorting and classifying events, objects or ideas based upon prior selected attributes and characteristics.		
1. The child will increase his ability to group salient characteristics of his environment by appropriately classifying and categorizing these characteristics (8).	1. The T/TA will provide opportunities for children to group objects, facts and symbols within formal and informal settings. 2. Grouping activities may be combined with experiences, conversation and questioning. This is to help children determine validity of their decisions (49).	1. The PA will train T/TAs to use classification activities as an assessment of how a child utilizes what he knows about an object to form categories. 2. The PA will train T/TAs to observe and then utilize the environment for possible categorizable materials. 3. The PA wil train T/TAs and appropriate LEA to understand relationship of categorization to basic math and reading skills.
V. GENERALIZING: The transfer and use of information gained in one setting to other settings by inferring relationships for solving problems. Settings may represent similar or dissimilar situations.		
1. The child will increase his ability to infer relationships beyond the experience or information he has immediately available (8).	1. The T/TA will purposefully organize activities and experiences which will foster the skill of generalization. 2. The T/TA will consciously model, cue and reinforce children as they demonstrate use of generalization (31).	1. The PA will assist T/TAs in planning, implementing and evaluating the instructional settings in which the formation and application of generalization may take place. 2. The PA will help parents and T/TAs relate home experiences to classroom experiences so that generalization is reinforced for children (6).
VI. EVALUATION: Analyzing past experiences as they relate to a specific goal to provide a basis for planning future events and experiences.		
1. The child will increase his ability to participate in the cycle of evaluation as stated in the Instructional Objectives (8).	1. The T/TA will utilize evaluation as an essential element within the educational process (6).	1. The PA will assist T/TAs in viewing evaluation as an essential component of the learning process (6,41).

Parent Coordinator/Parent (PC/P)	Local Education Agency (LEA)	Sponsor
1. The PC/P will extend categorizing skills developed at school into daily activities at home that require sorting such as laundry, washing dishes, storing groceries, etc. (13).	1. The LEA will value grouping as an intellectual skill. 2. The LEA will provide materials and staff supportive to the concept of grouping as a valuable intellectual skill and provide necessary activities within the classroom.	1. The Sponsor will train the PAs and PCs to provide for teachers' and parents' needs as identified in PA column. 2. The Sponsor will provide an instrument or means to assess the occurrence of the intellectual skill of grouping and to provide feedback to evaluate future needs. 3. The Sponsor will provide training to PCs to support training of parents in the use of grouping as an intellectual skill (17).
1. The PC/P will be included in workshops on the concept of generalization to assist them in participation in classrooms and at home.	1. The LEA is expected to value the concept of intellectual skills and alternative ways of learning (46).	1. The Sponsor will provide PAs and PCs with training that will stimulate the identification, internalization and application of generalization to child outcomes (47).
1. The PC/P will be included in workshops on the concept of evaluation to assist in their participation and support of the TEEM program. 2. The PC will be responsible for coordination of getting parents to meetings and setting up of meetings.	1. The LEA will be open to alternative methods of evaluation (46).	1. The Sponsor will provide technical assistance that will enable the community to devise and identify evaluation instruments that will assess intellectual skills (46).

Motivational Base

Child	Teacher/Teaching Assistant (T/TA)	Program Assistant (PA)
The child will become an independent, self-motivated learner.	The T/TA will:	The PA will:
A. The child will develop a positive attitude toward self, toward learning, toward people (peers, adults).	1. Assess and accept each child's level of learning and motivational style.	1. Accept each teacher's motivating style, expanding on its positive aspects.
	2. Aid his/her assistant during planning time to further implement components of motivation base by: modeling; mediating; evaluating aspects of this goal area.	2. Assist teachers in becoming aware of components inherent in TEEM's motivational base (8).
	3. Observe, record and make specific plans for motivating each child.	3. Assist teachers in assessing and recognizing motivational aspects; and in providing strategies for accomplishing motivational goals.
	4. Model social reinforcement techniques and mediate behaviors so that children will reflect these behaviors.	4. Model PIE Cycle, reinforcement techniques, record keeping, alternative strategies, appropriate adult intervention (41).
	5. Provision the environment with materials, activities relevant and stimulating to each child's needs, goals, interests.	5. Conduct training sessions on motivation base for parents and LEA.
	6. Arrange environment to facilitate interaction (49).	6. Communicate to field representative own needs in relation to motivation base (41).
	7. Set up environment with options success-oriented for each child.	
	8. Initiate activities with parents to assist them in understanding interaction skills and how they can be extended into the home.	
	9. Initiate group activities for children that include provisions for individual development.	
	10. Provide whole-group planning time so each child has a sense of participation.	
	11. Incorporate resource people and indigenous material into the classroom.	
B. The child will be able to establish and accomplish realistic goals for self and group.	12. Confer with each child concerning his/her accomplishments and needs thus helping to set realistic goals.	7. Conduct inservice sessions on child planning within TEEM (49).
	13. Help each child identify steps necessary to accomplish his/her goal.	8. Refer teachers to resource books that enable them to guide and accommodate children's various expectations (45).
	14. Act as facilitator and resource person to help each child achieve goal.	9. Model and/or conduct workshops on: •adult intervention strategies •conferences with children and recording children's goals •providing options •how materials can be used in multiple ways.
	15. If necessary, suggest alternative ways to reach a goal.	
	16. Utilize whole group planning time to guide child in setting realistic goal for self and group.	10. Use a mutually developed criteria to assess children's achievements with the T/TA(s).

Parent Coordinator/Parent (PC/P)	Local Education Agency (LEA)	Sponsor
The PC/P will: 1. Attend parent-teacher conferences: •to provide information on existing conditions outside school; •to enhance mutual understanding of child; •to understand better home-school implications for extending academic skills at home(13); •to reflect child's home-cultural environment in the classroom; •to become supportive of child's discussions of observations and experiences; •to provide input into the PIE cycle; •to model and/or contribute their specific skills, interests, cultural inheritance in the classroom. 2. Assist in selecting T/TAs by participating in development of criteria that reflect support for the self-motivated child (13).	The LEA will: 1. Demonstrate understanding of program with active support for TEEM's objectives by: •attending workshops and training sessions; •providing space and materials; •attending to health and nutrition needs; •allowing purposive movement in and out of classrooms; •selecting teachers who desire to teach within TEEM's philosophical framework. 2. Mediate TEEM's goals and procedures for FT and non-FT staff. 3. Arrange for optimum class size for Model implementation (46). 4. FT Director will advise each principal, PA and PI personnel of training session focus (i.e., motivation base). 5. FT Director will support and follow up training focus initiated by field representative (e.g., subsequent staff meetings; required record keeping; facilitating classroom and home extensions).	1. The field representative will assist all FT staff in taking a microscopic look at the motivation base as one aspect of orchestrating TEEM's four goal areas. 2. The field representative will provide: •guidelines and objectives; •assessment techniques; •human resources; •on-site training sessions; •directions for producing educational materials, in relation to motivation goal achievement (46,8). 3. The field representative will assist FT staff in assessing their own strengths and needs necessary to implement motivation goal. 4. Incorporate motivation goal as part of training sessions and/or workshops at Sponsor site by means of: Summer Institutes and inservice sessions. 5. The Sponsor will support the efforts of the local community staff to understand and implement the motivation goal (46).
3. Become aware of expectations and ways to expand such at home as a result of interacting with teachers, teaching assistants and all other personnel.	6. Principals should reinforce motivation goals by: •frequent visits to classrooms; •recognizing value of process and product; •recognizing individual child's success; •incorporating products into total school environment; •supporting PAs in their roles which exclude remedial, disciplinary, and care-taking duties.	6. The field representative will: •model and employ diplomatic adult intervention to facilitate implementation of the motivation base; •provide or model a variety of strategies including A-V materials for working with child planning and individual conferences with children; •evaluate (PIE cycle) child planning time by means of inservice sessions (on-site) and by providing assessment techniques. 7. The Sponsor will provide Summer Training Sessions in relation to motivational base.

Motivational Base

Child	Teacher/Teaching Assistant (T/TA)	Program Assistant (PA)
C. The child will be able to persist in tasks.	17. Provision the environment to allow each child to persist in his/her selected task. 18. Use mediation and strategic intervention to enable each child to persist at varying steps. 19. Allow child to increase his/her ability to persist (without adult intervention) to task completion. 20. Allow child to make a commitment to finish task later, and allow time for him to do so. 21. Assist child in keeping record of his progress.	11. Relieve teacher so that s/he can observe and record child's task persistence (for a more positive assessment). 12. Observe and record children's task persistence in preparation for later evaluation and planning sessions. 13. Conduct training sessions for teachers and parents on task persistence.
D. The child will be able to evaluate own progress and product: 1) with adult assistance 2) with peer assistance 3) without assistance	22. T/TA(s) and child will plan and set criteria for objectively measuring performance and/or product (39). 23. Provide resources and time for children to assess their own progress. 24. Constantly assess and refine environment to allow for planning, implementing (task persistence) and evaluating by child and adult (49). 25. Teacher will reinforce TA and PA for their efforts by sharing classroom outcomes that are a result of training related to the motivation goal.	14. Model for and/or train T/TAs in positive assessment of each child's accomplishments. 15. Conduct training session on developing criteria for assessing children's progress and products. 16. Plan with teachers how to use child- and teacher-kept records for input into future planning.

Parent Coordinator/Parent (PC/P)	Local Education Agency (LEA)	Sponsor
4. Through interaction with teachers, set child tasks at home; help provide settings so that task can be completed. 5. Attend training sessions on task persistence. 6. Exhibit support of child's task and product (or accomplishment). 7. PC will initiate training sessions for parents on helping children evaluate own progress and product at home.		8. Conduct on-site workshops on options. 9. Develop and distribute position papers on options, and pupil planning. 10. Conduct training sessions on task persistence, developing criteria, and assessment. 11. Distribute any appropriate Sponsor-developed materials. 12. Field representative will accept and accommodate for varying levels of experience in and knowledge of TEEM on the part of: T/TA, PA, PC/P, LEA.

Societal Arts and Skills: Language Arts

Child	Teacher/Teaching Assistant (T/TA)	Program Assistant (PA)
LANGUAGE ARTS and READING **I. SENSORY/PSYCHOMOTOR DEVELOPMENT:** The continuous gaining and representing of knowledge through physical involvement of all the senses and the use of language. A. **Language Reception** — The ability to comprehend the oral language of others. 1. **Auditory Perception** — The child will become increasingly aware of the sounds in his environment: a. **auditory discrimination** — The child will: increase his ability to identify like and unlike sounds and to identify and select sounds, words, and sentences; will respond appropriately to speech and conversation; will improve and increase his abilities to follow directions for a variety of activities. b. **auditory memory** — The child will become increasingly able: to recall and reproduce sounds and words as well as language patterns; to select and identify names, labels, movements, and pattern changes; to develop skills in summarizing ideas for writing, retelling and dictation. c. **auding** — The child will become increasingly able: to integrate what he is hearing or has heard with his own experiences; to comprehend oral language and develop further understandings of the language patterns used by the language models present in his environmental settings; to enjoy listening to a wide range of oral language (3,8,25,28,29, 31,52,53).	1. The T/TA will provide a variety of meaningful experiences and settings in order to present opportunities for hearing both oral language and many familiar and different sounds. The adults will have conscientiously planned, implemented, and evaluated the activities. Total, small group, and individual discussion, conversations and activities will be provided by the adults in a variety of settings and with a variety of materials (e.g., tape recorder, music activities, physical activities will be incorporated to help the child focus hearing and listening to sounds that will be seen later in visual representation in books, on charts, cards and maps). An essential part of adults' planning, implementing and evaluating activities and environmental settings will take into consideration any language difficulties impairing a child's listening comprehension and clarity of oral language. Oral language recall and enrichment activities such as story-telling, repetition of sounds, comparing and contrasting sounds, individual and group discussions of direct experiences should be used (5,6, 11,12,14,15,17,20-25,28-31,52, 53).	1. The PA will work with, train and assist the T/TAs: (a) in planning and assessing environments that provide for and promote the development of children's receptive and productive language in the Sensory/ Psychomotor Development areas listed in column 1; (b) in the planning and assessing of experiences and settings that require children to use auditory, visual, and kinesthetic perception skills; (c) in the use of language modeling and mediation; and (d) in the sharing of materials, resources and ideas for promoting an increasing awareness that when either listening or reading, the child is actively engaged in the perception and comprehension of ideas and facts (6,8,12,25, 31,39-41,52). 2. The PA will cooperate and participate in the training of parents to understand and to implement, both in school and at home, the TEEM Language Arts Program (8,12,34, 35,41). 3. The PA will work with the field representative in planning, implementing, and evaluating the Language Arts training within the community (12,41).

Parent Coordinator/Parent (PC/P)	Local Education Agency (LEA)	Sponsor
1. Through pre-service, inservice, classroom observations and participation, field trips, workshops, individual conferences conducted by TEEM personnel, parents will: (a) appreciate and understand their role as the child's first language model and teacher; (b) understand and place value upon the Language Arts goal of TEEM; (c) understand the importance and value of children's hearing a variety and range of language; (d) utilize their knowledge of the Language Arts in working with children at home and in the classroom; (e) learn how to provide situations and materials which will promote and require children to use receptive and productive language skills (see listing in column 1) (7,13,25,26, 31,34-36).	1. The LEA will free teachers to become "teachers of language" by: (a) allowing teachers to organize classrooms into learning centers; (b) providing materials that teachers need for working with children; (c) allowing teachers to develop an open and ongoing curriculum that encourages children to talk, express themselves and ask questions; (d) providing teachers with the support they need to develop language materials and curriculum appropriate to the child and the TEEM program; (e) providing each teacher with information about the culture(s) of children within his/her classroom; and (f) providing teachers with the time and resources to acquire knowledge of the structure of the home language of each child (13, 46). 2. LEA members, such as principals, curriculum supervisors, project directors and other specialists will become familiar with the way TEEM describes the Language Arts Program. This is done through: attending workshops; meeting and working with the TEEM PAs, field representatives; reading any and all TEEM materials pertaining to Language Arts; and by observing in the classrooms (13,46).	1. The Sponsor will: provide written materials; provide workshops; model for the PA; plan and hold individual conferences; make informal contacts to assist T/TAs, PAs, PC/Ps, and LEAs in understanding the importance and the methods of TEEM's Language Arts goal area (13,46). 2. The field representative will focus on each of the specific areas of Language Arts development as listed in column 1 (44). 3. The field representative will train and assist the PA and T/TA in: (a) planning, implementing and evaluating an environment that promotes the development of children's language; (b) planning, implementing and evaluating experiences and situations that require children to develop and use skills needed within language areas; (c) the use of language modeling and mediation; and (d) the collection and assessment of samples of children's spoken and written language as it relates to home, school, and individual experiences in the Language Arts area (6,8-11, 13,14,17,20-25,31,33,35,40,46, 49,54).

Societal Arts and Skills: Language Arts

Child	Teacher/Teaching Assistant (T/TA)	Program Assistant (PA)
2. **Visual Perception** — The child will increase his ability to perceive the words around him: a. **visual discrimination** — The child will become increasingly able to distinguish likenesses and differences of the materials he uses. b. **visual memory** — The child will become increasingly able to remember and recall what he has observed. c. **interpreting** — The child will become increasingly able to discuss, recall and describe his ideas, emotions and knowledge gained through observing his world (4,6,8,21,22,25).	2. The T/TA will provide environmental settings and activities that: (a) present meaningful experiences that elicit the need for observation by the child (e.g., A-V materials used in relevant ways, tasting/cooking experiences, role-playing, intellectual kits, touch box experiences, art activities, etc.); (b) use printed materials, newspapers and magazines to find letters, words and symbols or pictorial representations for individual and small group activities. The T/TA will give children many opportunities to view, interpret and discuss activities (5-9,11,14-17,20,22-25, 31,33,49).	
3. **Kinesthetic Perception** — The child will become increasingly able to form concepts and perceive forms through tactile motor contact. a. **tactile discrimination** — The child will become increasingly able to perceive through touch likenesses and differences in objects. b. **tactile memory** — The child through multiple tactile experiences will become increasingly able to recall, describe, and discuss ideas, emotions, and knowledge gained through his sense of touch (4,8).	3. The T/TA will provide tactile and kinesthetic experiences so that children will come to know sizes, shapes and textures through use of touch box, care and responsibility for pets and materials, art activities such as clay, play dough, painting, making own materials from various objects (wood, sandpaper, felt) and sand/water experiences (5,6,8,9,15,17,20,22-25, 31,33).	
B. **Language Production** — The ability to communicate thoughts through spoken language.		
1. **Speech** — The child will become increasingly able to use oral language in multiple situations as detailed in the Language Base framework (8,31).	1. The T/TA will provide numerous opportunities and situations for the child to use his oral language skills (see Language Base framework) (8,11,14,15,17,20-25,27, 29-31,33,40,48,52,54).	
2. **Symbolic Representation** — The child will increasingly use the objects in his environment in multiple ways by renaming and through creative play and role-playing (8, 10,25,31).	2. The environment will contain multi-level and multi-purpose materials, activities and learning settings which encourage and invite children to interact verbally and use symbolic representations (6,8-10,15,17,20,22,25,31).	
3. **Motor Coordination** — The child will become increasingly able to use finer motor coordination skills, to increase eye-hand coordination and to orient his body and objects in relationships of space and size (8,9,16,17,22,23).	3. The T/TA will plan, implement and assess activities and learning settings that involve the child in physical movements. In addition, experiences in problem-solving should be provided in order to develop the child's awareness of space and size (8,9,16,20,22,23).	

Parent Coordinator/Parent (PC/P)	Local Education Agency (LEA)	Sponsor

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Societal Arts and Skills: Language Arts

Child	Teacher/Teaching Assistant (T/TA)	Program Assistant (PA)
II. SYMBOLIZED LANGUAGE: The continuous growth in interpreting and expressing knowledge through the process of *reading and writing*. A. **Language Reception: Reading** — The ability to comprehend the written language of others. 1. **Comprehension** a. **literal** — The child will become increasingly able to understand the factual content of reading materials. b. **interpretative** — The child will become increasingly able to apply to the reading process the intellectual skills of sequencing, reasoning, cause and effect, making inferences, predicting, drawing conclusions, and making generalizations. The child will become increasingly able to interpret the motives of the characters and the purposes of the author by forming sensory images, by relating personal experiences to what is read, and by experiencing emotional reactions. c. **critical** — The child will become increasingly able to evaluate the communication of others and to respond to it in a personal way (8,22).	1. The T/TA will arrange room environments that are saturated with meaningful written language including directions for activities, charts, invitations, graphs, talking murals, recipes, songs, poetry, child-made books, library/trade/reference books. a. T/TA will provide activities that focus on the transfer of oral comprehension skills into the reading process. These include: practice in following written directions, in sequencing events, drawing pictures of a story sequence, or in interpreting the motives of characters by story dramatizations. b. T/TA will model the use of skills they want the child to acquire. This can be done while reading aloud to a group or in the cooperative use of reference materials, as well as in learning centers. c. T/TA will reinforce the child's efforts to draw meaning from print in every context (2,3,8, 17,20-25,31,33,48,52,56).	1. The PA will provide preservice, inservice, and classroom modeled training on the reading process and use of language experience approach including planning, assessment of needs and development of strategies for reading instruction on an individualized basis. a. PA will assist T/TA in planning experiences from which language can be recorded and assist in developing committee activities using the children's own language first and then moving to the language of others that develop use of comprehension skills, context clues, structural and phonic analysis skills in a meaningful way. b. PA will assist in selection of materials and books to be used in classrooms. c. PA will assist in planning and implementing a system of assessments and record keeping of the comprehension skills of individual children. d. PA will focus training on specified areas of reading listed in column 1. e. The PA will assist in the training of parents to understand the reading process and ways they can help their child at home and at school. f. The PA will work with the field representative to assess training needs in the area of reading and plan appropriate training strategies (1-3,6,8,9,12,14,16, 17,19,20-24,27,31,34,35,41, 42,45,49,50,52,56).

Parent Coordinator/Parent (PC/P)	Local Education Agency (LEA)	Sponsor
1. Through pre-service, inservice, classroom participation, workshops and individual conferences with FT personnel, parents will understand the reading process and their role in helping their child to read by: (a) reading to him at home; (b) using experiences such as grocery shopping, walks, drives, and cooking to point out use of printed language and to question children; (c) listening to the child read and encouraging him to enjoy reading; (d) utilizing their knowledge of the reading process to assist in the classroom; and reinforcing the child's reading skills (7,10,26, 34-36).	1. The LEA will free teachers to use the language experience approach to teaching reading by: (a) allowing the teachers to use the child's language as the basis for reading instruction; (b) providing a variety of books and materials for reading; (c) freeing teachers from the constraints of using prescribed reading texts or series; (d) freeing teachers from the pressures of standardized reading tests until third grade (8, 13,45,46,51). 2. Members of the LEA, such as principals, curriculum supervisors, project directors, Title I coordinators, reading teachers, and bilingual personnel will become familiar with TEEM's language experience approach to teaching reading. This will be done through attending workshops, talking with PAs, field representatives, and reading R. V. Allen's *Language Experiences in Communication* (22,13,46).	1. The Sponsor will: provide written materials; provide workshops; model for the PAs; plan for individual conferences and make informal contact to assist T/TAs, PAs, PC/Ps and LEAs in understanding TEEM's methods in the language experience approach to teaching reading and language arts (13,46). 2. The field representative will train and assist the PA and T/TA in: (a) planning and assessing an environment that promotes reading growth; (b) planning and assessing situations and experiences that promote reading growth; (c) planning and assessing activities that promote development of reading skills; (d) recording language of children (13, 44,46). 3. The field representative will focus on each of the specific areas of the reading process as enumerated in column 1 in psycho/sensory development, comprehension, word perception and research skills (13, 44,46). 4. The Sponsor has been and will be developing materials to be used in training by local communities (e.g., 1-3,8,10,15,16,33,42,50,56).

Societal Arts and Skills: Language Arts

Child	Teacher/Teaching Assistant (T/TA)	Program Assistant (PA)
2. **Word Perception** — The child will become increasingly able, through awareness of sentence context and memory of word form, to respond instantly to printed words by attaching the author's meaning to what is read. a. **memory of word form** — The child will develop a *sight word* vocabulary of words he uses in his oral language as words are presented to him in the context of his printed spoken language. The child's sight word vocabulary will include *form class words*, names of things, words of movement, descriptive words and *function words* that make English sentence patterns. *Configuration* clues or the form and letter arrangements of words will be used by the child to learn and identify new words (8,16,20-24, 49,52). b. **use of context clues** — The child will increasingly be able to identify words through predicting unrecognized words based on story content and/or pictures used with the story (8,20-24,52). c. **word analysis skills** — The child will become increasingly able to analyze unfamiliar words for clues to sound and meaning. The child will use *structural analysis* to identify meaningful parts of words such as root words, inflectional endings, prefixes and suffixes. The child will also become increasingly able to use *phonic analysis* to associate sounds with the letters in printed words to derive the pronunciation of words. The understanding of the relationships between basic elements of sound and their visual symbols will be increased through recognition of consonants, vowels, syllables and accent in known words (2,3,8,16,20-24,52).	2. The T/TA will use the language experience approach to teaching reading and will provide an environment that promotes reading and use of printed language in a variety of settings that are meaningful to the child. The reading process will be modeled as a functional and ongoing classroom activity. a. The T/TA will take dictated language from children in a variety of settings which will form the basis of the child's development of a sight vocabulary and his reading instruction. b. Printed language will record ongoing happenings in the room and words used in these activities will be used in multiple ways. Recorded language in the room should include individual and group experiences, stories, weather charts, menus, weekly and monthly events, door charts, songs, poems, intellectual kits, invitations, recipes, task cards, talking murals, children's dictated language, records and graphs of the growth of children, plants and animals, children's books and art work, word rings, word boxes, a variety of media materials, and patterned language examples. c. The T/TA will recognize the distinction between the reading process and reading instruction and help the child develop strategies to recognize unknown words used in context from his language that is based on his experiences. From known words in his sight word vocabulary and his dictation, the T/TA will help a child become aware of root words, endings, prefixes and suffixes of words and then help him to use this knowledge in attacking unknown or new words. From known words the T/TA will help the child recognize beginning consonants, vowels, and syllables in words and then provide situations in which the child uses these skills to attack new words.	

Parent Coordinator/Parent (PC/P)	Local Education Agency (LEA)	Sponsor

Societal Arts and Skills: Language Arts

Child	Teacher/Teaching Assistant (T/TA)	Program Assistant (PA)
	d. All reading instruction will develop from known printed words used in context and provision will be made for the skills developed in these activities to be used or transferred to situations involving recognizing new printed words in a variety of materials and books. e. Children's progress in reading will be recorded in a variety of ways: through teacher/child conferences, child records, teacher records, lists of books read, books written, edited and published by the child, word banks or rings, recordings over time, and samples of his dictated stories over a period of time. f. The T/TA will participate in preservice, inservice, workshops, and individual conferences provided by the PA on the reading and language arts program in TEEM. g. The T/TA will conference with the child's parents, sharing work that shows his progress in reading and suggesting ways parents can help the child develop his reading skills. h. The T/TA will provide situations that will help children develop the reading skills necessary for taking tests of all kinds (1-3,5,6, 8-10,14-17,20-26,28-31,33,35,37, 38,40,42,49,50,52,53,56).	

Parent Coordinator/Parent (PC/P)	Local Education Agency (LEA)	Sponsor

Societal Arts and Skills: Language Arts

Child	Teacher/Teaching Assistant (T/TA)	Program Assistant (PA)
B. **Language Production: Writing** — The ability to express ideas in written forms.		
1. **Analyzing written work** — The child will become increasingly able: to identify story content; to differentiate between various types of prose and poetry; and to recognize elements of an author's style in written work that he reads or hears orally (8,22).	1. The T/TA will provide daily opportunities for children to listen to and discuss a variety of materials including types of prose and poetry written by different authors (e.g., short stories, riddles, jokes, picture books, cartoons, mystery and adventure stories, legends and folktales, plays, parodies, letters, reports, free verse — haiku, senryu, tanka, cinquains, diamontes, concrete poetry, couplets, triplets, limericks — and patterned language (8,20-25,28,29,31,43,55).	1. Through pre-service, inservice, classroom modeling and individual conferences, the PA will: plan, implement and evaluate ongoing classroom activities; make formal contacts to assist T/TAs, PC/Ps and LEAs in understanding and implementing the methods of developing writing skills in the TEEM program (12,30,41).
2. **Synthesizing — Producing Written Work** — The child will become increasingly able: (a) to orally compose and tell stories of increasing length and complexity; (b) to dictate a variety of language samples; (c) to produce creatively written work and to develop his own personal writing style by using different content, and using a variety of prose and poetry forms; (d) to develop his skills in the use of the mechanics of writing, punctuation, capitalization, spelling, handwriting, proofreading, editing and publishing (8,20-24,43,55).	2. The T/TA will model telling stories, sharing personal experiences, and dictation. a. The T/TA will provide situations in which the child is encouraged to share his experiences orally; and to tell stories to his classmates based on his own experiences, stories he has heard, or stories he has created. b. The T/TA will plan to take dictated language from children in a variety of settings about his various experiences, art work and expressed opinions and ideas. c. The T/TA, through the editing and publishing process, will help the child move from tracing, copying, typing and rewriting his dictated stories and books to writing his own and expressing his ideas, experiences and emotions in various prose and poetry forms as mentioned above. The T/TA will write and share her own written work with children. The T/TA will model skills necessary to communicate with others through written words. d. The T/TA will provide meaningful activities in which the child will develop his ability to use punctuation, capitalization, and spelling as he writes, edits and publishes his own work to share with others. e. The T/TA will provide necessary experiences such as painting and wood working to develop fine motor control that is needed for writing. f. The T/TA will provide many and varied situations, activities and	2. The PA will train and assist T/TAs in: (a) planning and assessing environments that encourage storytelling, dictation and writing; (b) planning and assessing situations and experiences that use language in written forms; (c) planning and assessing activities that promote development of writing skills; (d) modeling writing in different forms to share with children; (e) demonstrating ways to use the child's written language in planning for individual instruction in writing as well as for activities for writing committees (1,2,6,8,12,19-24,31, 41-43,45,49,52,55,56). 3. The PA will focus on each of the specific areas of writing as mentioned in columns 1 and 2. 4. The PA will assist in training parents in understanding and implementing in the home and school the methods of developing writing skills with children (26,34). 5. The PA will cooperate with the field representative in planning and assessing training in written language development within each community (12,41,44).

Parent Coordinator/Parent (PC/P)	Local Education Agency (LEA)	Sponsor
1. Through pre-service, inservice, classroom participation and observation, workshops and individual conferences conducted by FT personnel, parents will understand the development of children's writing skills and their role in helping their children learn to write by: (a) reading different forms of prose and poetry to their child; (b) telling children stories and legends from their background and based on their experiences; (c) by using the child's experiences and activities as a reason to record the child's language and growth and model the writing process; (d) reinforcing the child's writing; (e) listening to the child tell orally or read his own dictated and/or written stories; (f) utilizing their knowledge about writing to assist in the classroom (26,34-36).	1. The LEA will support teachers as they use the language experience approach to develop children's productive language skills and writing by: (a) allowing the T/TAs to provide environments and experiences that encourage children to describe their experiences orally, tell stories, give dictated language and write freely; (b) using children's writing as a basis for individual instruction; (c) providing necessary materials and books so that children may hear and read a variety of written forms by authors on many subject areas; (d) providing necessary materials and equipment to have an ongoing publishing center in which children may produce bound copies of their work; (e) freeing teachers from use of prescribed texts in English, spelling and handwriting (2,6,8,13,45, 46). 2. Members of the LEA, such as principals, curriculum supervisors, project directors, Title I coordinators, reading teachers, and bilingual personnel, will become familiar with the development of writing skills within the TEEM program through attending workshops, talking with PAs, field representatives, and by classroom observation (13,46).	1. The Sponsor will: provide written materials; provide workshops; model for the PA; hold individual conferences to assist T/TA, PA, PC/P, and LEAs in understanding TEEM's methods in the language experience approach to teaching reading and language arts including writing skills (13,44,46). 2. The field representative will train and assist the PA and T/TA in planning and assessing environments, situations and experiences that promote development of writing skills (2,6,8,13,42-46,49,51,55). 3. The field representative will focus on specific areas of the writing process as detailed in columns 1 and 2. 4. The Sponsor will cooperate with other model sponsors in developing language assessment tools to be validated across programs (54).

Child	Teacher/Teaching Assistant (T/TA)	Program Assistant (PA)
	experiences that become sources of ideas for development of writing skills. g. The T/TA and child will develop record keeping systems that show a child's progress in developing oral storytelling skills, dictation and writing. These should include: taped oral language samples; samples of dictated stories; and examples of the child's written work over time (1,2,8,20-27,29,31,37,38, 42,43,45,49,52,54,55,56). 3. The T/TA will work with parents sharing samples of the child's developing storytelling, dictation and writing skills, and ways the parent can encourage the child to write at home (26,35).	
III. RESEARCH SKILLS: The skills necessary to gain information from a variety of sources.		
1. The child will learn how to use him/herself as a resource (8,22-24).	1. The T/TA will create situations in which she will model using her own knowledge of a subject to research a topic. T/TA will provide opportunities for the child to use knowledge he already possesses as he researches a topic (8,20,22-24).	1. The PA will model in the classroom for the T/TA how to develop each of the research skills discussed (12,30,41).
2. The child will learn how to use other people as resources (8,22-24).	2. The T/TA will: model asking questions of and obtaining information from other people; create situations in which children will learn how to ask questions; provide situations both in and out of the classroom in which children have to use other children and adults (such as parents) in the environment as they gather information about a topic (4,7,8,11,17,20,22-25, 30,31,40,48).	2. The PA will plan, implement and evaluate workshops in which s/he presents working with research skills (12,30,41).
3. The child will learn how to use the environment as a resource (8,22-24).	3. The T/TA will: create situations in which s/he can model using the environment as a resource; provide situations, whether inside or outside the classroom, for children to learn how to use the environment as they research projects. This will be done by providing opportunities for children to question, explore, observe, and manipulate their surroundings (4,8,20-25).	3. The PA will plan with the T/TA for the systematic inclusion of research skills as committee activities (12, 41,49).

Parent Coordinator/Parent (PC/P)	Local Education Agency (LEA)	Sponsor
1. Parents will learn the importance of children's developing a variety of research skills by observing in classrooms, attending workshops, and working with research skills in the classroom (34-36). 2. Parents will use the knowledge about research they gained observing, attending workshops, and working in the classroom as they talk with and live with their children on a day-by-day basis (26,34-36). 3. Parents will learn how to use a wide range of multi-media equipment as they attend workshops, training sessions, conducted by the FT staff (PC) (34-36).	1. The LEA will support T/TAs as they develop a curriculum that includes a broad range of research skills. The LEA will help provide materials that make it possible to expose children and parents to materials to develop a wide range of research skills (13,46).	1. The Sponsor will provide training for the PAs, both in Tucson and in the community, that will assist them in knowing how to model research skills and conduct workshops in research skills. This will be done through summer training, the field representative modeling in classrooms, and modeling workshops for PAs (8,13,20-24,30,31,40,42, 44,46,48).

Societal Arts and Skills: Language Arts

Child	Teacher/Teaching Assistant (T/TA)	Program Assistant (PA)
4. The child will learn how to use multi-media reference materials as research materials (8,22-24).	4. The T/TA will help children know how to use encyclopedias, maps, charts, graphs, filmstrips, movies, records, TV, and newspapers as resource materials. This can be done by the T/TA modeling using a variety of sources to find information. Also by providing many experiences in which children use the above materials to find information (2,8,20-24,30).	4. The PA will help the T/TA develop record keeping devices to record work with and progress in using research skills (8,12,41,42).
5. The child will learn how to use classroom materials such as word blanks, word walls and personal dictionaries as resource materials (2,8,20-24,49).	5. The T/TA will include in the environment: class-made materials such as word banks, word walls, and personal dictionaries; help children know how to use them as resource materials by modeling the use of the materials; and provide activities in which children will have to use these materials to find information (2,8,20-24,29).	
6. The child will learn how to use parts of books such as the table of contents, index, and glossary (2,8,20-24,49).	6. The T/TA will: create situations in which s/he models the use of the table of contents, index and glossary of a book; create activities in small group settings in which children will learn how to use the table of contents, index and glossary of a book; develop activities in which children have to use their knowledge about the table of contents, index and glossary to find information on topics; provide activities for children to do at home that will reinforce research skills developed at school (2,8, 20-24,49).	

Parent Coordinator/Parent (PC/P)	Local Education Agency (LEA)	Sponsor
4. The FT staff will provide many kinds of materials that parents can check out for children to use at home as they, the children, research projects (34-36).		

Societal Arts and Skills: Math

Child	Teacher/Teaching Assistant (T/TA)	Program Assistant (PA)
MATH 1. The child will increase his ability to learn math concepts and skills through multiple experiences varying from concrete to abstract in relation to: a. numeration (e.g., identifying, counting, sets, writing) b. pre-addition and addition (8,32); c. pre-subtraction and subtraction (8,32); d. pre-multiplication and multiplication (8,32); e. pre-division and division (8); f. shape, size leading to geometry; g. graphing leading to algebra; h. measurement (e.g., linear, liquid, time, money, temperature). 2. The child will keep records of his achievements and difficulties in math activities.	The T/TA will: 1. use multiple ways to assess each child's level of ability in the 7 skill areas (e.g., *Checking Up I*, observation, conservation tasks, sequencing, etc.); 2. accept each child's entry level of ability; 3. set the environment to provide a variety of concrete materials and motivating elements to enable each child to explore and achieve at his own level prior to moving on to the next level; 4. Use the Nuffield Math books as one resource (see bibliography for complete listing of Nuffield materials); 5. record each child's progress; 6. integrate math concepts and skills into other curricula or experiential activities; 7. invite parents to observe classroom activities; 8. mediate math processes to parents.	The PA will continue to: 1. conduct training sessions in math using: Nuffield Math books (32); concrete materials; natural environment (8); 2. assist the T/TA in planning, implementing, and evaluating: (a) math program; (b) each child's level of entry and progress (see Nuffield, *Checking Up I & II*); 3. conduct training sessions for parents on TEEM's math program and model ways it can be expanded and reinforced in the home (see Nuffield guide for parents: *Your Child and Mathematics*); 4. provide and model methods of record keeping techniques; 5. provide for scope and sequence to help T/TA organize math experiences for individualization (32); 6. model conservation tasks in assessing individual progress; 7. act as mediator for TEEM's approach to math skills development for LEA personnel.

Parent Coordinator/Parent (PC/P)	Local Education Agency (LEA)	Sponsor
The PC/P will: 1. attend training sessions on math program; 2. support and extend child's learning by providing experiences at home (e.g., setting table, mapping house floor plan, counting groceries, helping to cook); 3. observe math activities in the classroom; 4. participate in a planning session with T/TA while planning for math activities; 5. volunteer to help with math experiences (e.g., math center, field trip, game, walking trip, cooking, sewing, construction, working one-to-one, etc.); 6. PC will assume responsibilities for facilitating the organizational responsibility of the PI component; 7. The PC will be responsible for training PI workers; 8. The PC will attend inservice workshops.	The LEA will: 1. support and facilitate necessary math materials related to developing TEEM math and skills; 2. principals will support training sessions related to math concepts and skills for: (a) TEEM personnel; and (b) non-TEEM personnel (e.g., teachers in classrooms who will be working with TEEM children in 4th, 5th grades, etc.).	The Sponsor will continue to: 1. provide training for PAs, T/TAs on role and process of math within TEEM; 2. provide and/or recommend math reference materials; 3. provide workshops on how to use materials already in the environment; 4. provide training in integrating math into the total learning environment; 5. field representative will support the on-site TEEM staff in facilitation of program math goals; 6. assist LEA to integrate local scope and sequence requirements.

Societal Arts and Skills: Social Skills

Child	Teacher/Teaching Assistant (T/TA)	Program Assistant (PA)
SOCIAL SKILLS: Those action and interaction abilities needed for acceptance and survival within multicultural settings. 1. The child will increase his social competency in: (a) interaction with others; (b) self-management; and (c) attitude toward self (8).	The T/TA will: 1. model appropriate social behaviors; 2. reinforce social behaviors and be specific in identifying appropriate behaviors with children; 3. establish a climate to foster cooperation, self-control, and responsibility to others; 4. develop an awareness and an appreciation of the social behaviors acceptable to the child's culture, particularly if it is one different from the T/TA's; 5. provide situations in which the classroom can facilitate the practice and use of specific social skills as demanded by public criteria (31,49,40,30).	The PA will: 1. help the T/TA lead children into discussions to legitimize and live with their emotions and feelings; 2. help the T/TA become aware of and accept the social skills appropriate to the child's culture; 3. train T/TA in social reinforcement techniques (49,40,46).

Parent Coordinator/Parent (PC/P)	Local Education Agency (LEA)	Sponsor
Parents will: 1. be included in workshops on the concept of expansion of social skills outside the home; 2. be encouraged to contribute information on cultural values to school personnel (12).	The LEA will: 1. promote the value of using community resources (46).	The Sponsor will: 1. continue to train PAs in the area of Professional Response; 2. continue to train PAs in developing positive cultural awareness and acceptance of a pluralistic society; 3. train PAs to recognize the cultural benefits of their individual populations; 4. provide workshops and guidance in use of resource materials and support of skills in these areas; 5. continue to train TEEM personnel in this basic premise of the philosophy (46.13.4).

Glossary of TEEM Terms

Conservation tasks — those tasks and their variations used by Piaget to determine if children could mentally hold a quantity while various rearrangements of that quantity are being made.

Criteria — this is the standard or basis on which a judgment or decision is made.

Facilitator — this is the person who expedites the learning process.

Field representative — the person employed by the University of Arizona and charged with the responsibility of training Program Assistants and professionally interacting with those persons influencing local educational change.

Human resources — use of skills of other people in the community.

Indigenous materials — materials commonly found in the environment.

LEA — the local education agency legally responsible for the education of children in the community (most frequently boards of education and their duly appointed representatives such as principals, superintendents, directors and coordinators).

Level of learning — the degree of complexity of materials such as concrete, pictorial representational, abstract, that children may use in learning at a given point.

Level of operation — consideration of all the learning competencies and learning potential that a child possesses at a given time (i.e., developmental point in time).

Mediating — this is thinking out loud about a situation or talking about one's own actions during an experience. The act of explaining to the learner what is happening.

Motivational style — this is the incentive basis upon which a child will respond.

Options — alternative or choice within each activity that provides for a gauge of children's interests, operating level, and style of learning.

Orchestration — one of the process variables which involves the deliberate and simultaneous meshing of the component skills that make up TEEM's four goal areas: language growth, motivation for learning, intellectual skill growth, and societal arts and skills.

Parent Coordinator — the person hired by the LEA to coordinate the activities of parent groups functioning in Follow Through. This person is called by other names such as community worker, parent worker and parent involvement worker.

PIE Cycle — the continuous planning, implementing and evaluating of all activities related to the classroom.

Planning — a definite block of time or the act set aside for the various participants in the classroom to recall, organize and arrange for further experiences to meet their needs. These participants may include pupils, parent volunteers, teaching assistants, program assistants, and teachers.

Process — the continuous accommodation and assimilation that goes on within the learner as he experiences and discovers new information thus enabling him to develop more and more sophisticated concepts. Careful selection of materials and experiences facilitates process learning.

Program Assistant (PA) — the person selected by the local education agency and given the responsibility to train teachers in the implementation of the Tucson Early Education Model (TEEM).

Sponsor — within this setting, sponsor refers to the Arizona Center for Educational Research and Development of the University of Arizona as developer of the Tucson Early Education Model (TEEM).

Strategic intervention — this is the adults' timely and purposeful interjection into a child's activity.

TEEM Implementation Inventory — an observational instrument designed to be used in individual classrooms to assess the level of TEEM organization and program implementation.

Whole group planning — this is planning with children, teacher and teaching assistant for those things related to the operation of the classroom.

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